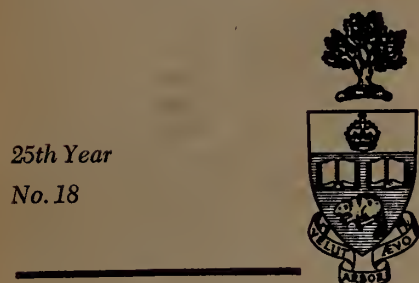




Prof. J. B. Conacher speaks to the U of T Faculty Association's brief at the February 28 session of the Commission on Post-Secondary Education



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# Bulletin

FRIDAY  
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## Commission responds to some aspects of Faculty brief

After hearing a deputation from the University of Toronto Faculty Association, which submitted a brief protesting many proposals in the draft report of the Commission on Post-Secondary Education in Ontario, members of the Commission gave assurances on Feb. 28 that:

Their final report would pay more attention to the matter of academic quality and excellence than did the draft report;

They would spell out in more detail the method by which as much autonomy

for universities as possible would be assured through a new "buffer" body between government and universities;

Many points in the draft report which were implicit would be explicit in the final version;

They were whole-heartedly in favour of academic freedom.

Prof. James B. Conacher, who headed the UTFA delegation of six at the first public hearing held by the Commission since its draft report was released, and

his colleagues were commended for their submission, which one commissioner said would be most helpful.

(Highlights from the UTFA brief are on page 2 of this *Bulletin*.)

David O. Davis, new chairman of the Commission, presided and all of the commissioners except two (Dr. Douglas T. Wright, who resigned as chairman, although not from the Commission, last week, and Jack Kirkaldy) were present for the presentation.

With Prof. Conacher, president of the UTFA, were the professors who worked with him in the writing of the brief: William B. Dunphy, St. Michael's College; M. G. Finlayson, History; Arthur Kruger, Political Economy; R. M. H. Shepherd, Classics, University College, and H. W. Smith, Electrical Engineering. A sixth co-author, Prof. G. R. Williams, Biochemistry, was not present.

Prof. Conacher, pointing out that the Association had 1600 members, said the brief represented a wide and important segment of University staff opinion. Although the brief was critical of the draft report, it would be clear that the UTFA took it seriously.

"Our quarrel", Prof. Conacher said, "is more with the means you propose and

with your analysis — or rather, lack of analysis — of the situation."

The Association, he said, dislikes the composition of the proposed co-ordinating board and the powers suggested for it. This board would not contain an adequate representation of academics.

Instead of such a body, the Commission might consider an organization akin to that of the Governing Council of the University of Toronto. It might well be a reconstituted Committee on University Affairs, with an independent chairman and an independent staff.

One of the principal complaints of the UTFA was that academic quality and excellence had been down-graded in the draft report. Another, Prof. Conacher said, was the diminution of university autonomy under the proposed co-ordinating board. There was objection, also, to the suggested integration of full-time and part-time studies, which would not be in the best interests of students or of society. The needs of each were different. The general tenor of the draft report, Prof. Conacher said, was to play down the role of the universities in post-secondary education.

Dr. Maurice Careless, a member of the Commission and professor of history at

(Continued overleaf)

### WRIGHT REPORT AS APPLIED TO MEDICINE

## Rebut re-evaluation, work load, part-time study, fees, lottery & student-staff ratio proposals

The following is the text of "The Response of the Faculty of Medicine, University of Toronto, to the Draft Report of the Commission on Post-Secondary Education in Ontario":

The Executive Committee of the Faculty Council has obtained "some preliminary but considered views on the feasibility and implications of instituting the Draft Report recommendations as they relate to the operation of the medical school". This was done by circulating a questionnaire, followed by an all-day meeting at which issues were debated. The opinions expressed in this response are those of a small but representative group of faculty and students.

### A. General Philosophy and Guiding Principles

Although the social idealism of many aspects of the report was approved, great difficulty in reconciling theory and practicability was often encountered. An anti-intellectual bias was seen in many proposals, often arising out of a failure to recognize the objectives of a university education and to analyze the consequences of implementing the proposals. The Faculty believes, for example, that it is not possible to provide an education in depth without prescribed sequences and patterns of courses and that re-orientation of course material toward "student learning and self-evaluation", with minimal regard toward the interests of the institutions or professions, is incompatible with training leading to competence in a profession such as medicine (Page 11 of the report).

The Faculty believes that there is virtue in the six principles (Page 13) as applied to post-secondary education in general, although it notes that the quality of education is not included as a primary

concern of the Commission. Universal accessibility, while a politically acceptable goal, implies that higher education is a right; we believe that professional medical education should rather be an opportunity available to those with special talent. Furthermore, we see such difficulties in the application of these principles to medical education that we consider it very unwise that the implementation of related proposals should be left to government initiative. While conceding that legislation may be needed to direct certain educational reforms, we affirm our confidence in the evolution of academic policy and structure in a guided direction as a realistic and sound alternative to governmental control of university operations. Accessibility and openness are commendable concepts, but some regulation of access to educational facilities of limited capacity must be preserved. Public accountability is, of course, warranted, but not at the cost of expensive and overwhelming bureaucratic control.

(See page 4, col. 1)

## Debaters illuminate main issues arising from Commission report

Key issues in the draft report of the Commission on Post-Secondary Education in Ontario that disturb and concern the University, and the views of the Commission were debated for two hours on Tuesday, a day devoted in large part to University-wide discussion of this vital subject.

Taking part in the formal part of the program were Principal John Robson, Victoria College, and Prof. Arthur Kruger, Political Economy, who debated with two members of the Commission,

Dr. Douglas T. Wright, its former chairman, and Dr. Reva Gerstein.

Acting President John H. Sword was moderator for the event, held in the Medical Sciences Auditorium, almost every seat of which was filled. Dr. Sword said the large attendance indicated the concern felt by the University community for the implications which the report held for universities. This concern, he suggested, was made even more manifest by the fact that, simultaneously with the debate sponsored by the Faculty Association, six meetings of students were underway to discuss the same vital issues.

Closing statements by two of the participants indicated at least in part the principal point of concern for academics and the position of the Commission toward it:

Principal Robson: "To emphasize what I have said and what my colleagues, Prof. Kruger and Prof. Charles Hanly (who spoke from the floor) have said here today, control over admissions and control over programs must remain the responsibility of the universities."

Dr. Wright: "The present degree of university independence should be pro-

(See page 6, col. 1)

## March 7 Wright Report rally shifts to Med Sc Auditorium

Four University estates will pool their thinking on the Report of the Commission on Post Secondary Education (the Wright Report) on Tuesday, March 7. The meeting begins at 3 p.m. in the Medical Sciences Auditorium and will carry on till 5 p.m. Note the change of venue from Convocation Hall which was announced as the gathering place last week. Three students and three members of the teaching staff will report on meetings in their constituencies. Representatives of the alumni and the administration will speak. The second hour will be devoted to comments from the floor.



# Commission responds to some aspects of Faculty brief

(Continued from page 1)

U of T, said he would agree that the report as it stood now did not deal sufficiently with quality and excellence. But at least in their minds the commissioners had concerned themselves with the matter of intellectual excellence. They were, when the report was drafted, particularly concerned with finding alternatives to the present structure of post-secondary education.

"This, to me at least, is a very helpful brief", said Principal John Deutsch of Queen's University, a Commission member. "The Faculty Association is to be commended for it."

Dr. Deutsch said that in its final report the Commission would want to make explicit many things which were only implicit now, and these would be points the UTFA had raised.

Obviously, he continued, the report as it is now is inadequate in its consideration of intellectual quality. Perhaps, he said, the commissioners had taken for granted the role of the universities in post-secondary education, whereas they had not been impressed by much of the development of some of the other institutions in that area. The universities, he thought, had done a good job in meeting the needs of educational expansion in recent years.

Mr. Davis agreed with Dr. Deutsch that the matter of both quality and excellence should appear in the final report.

Mrs. Edna Tietze, a Commission member, doubted that the University people would really want the Commission to define quality in education. "I would not want any commission to define it for me", she added.

Prof. Shepherd confessed that the term would be really difficult to define in the abstract. But quality, he continued, ultimately depended upon people — the need for the best quality of staff and the best quality of students. He wished that the Commission would consider more positive measures in dealing with the problem of part-time study; look into such institutions as Birkbeck College, provide something specific for the special needs of part-time students, and not offer just "the simplistic device of total integration".

Dr. Reva Gerstein, a member of the Commission, was not sure that universities could remain in the 1970s exactly as they were in the 1960s. She thought that many things having to do with quality were implicit in the report. It would be necessary to find a fresh way of finding out what was meant by the role of the university. There is a great opportunity now, she said, for the universities to say exactly what they stand for in the 70s.

Prof. Dunphy pointed out that the report did not specify any failure on the part of the universities in the past five years, and had not listed any such sins as duplication of programs or wasteful expenditures. He was concerned about accountability to the government, which represented the taxpayers.

"I agree with you, and not with the Commission", said David Black, a student member of the Commission, who had signed the draft report "with substantive disagreements". Mr. Black did not make clear whether he was agreeing with the views of the UTFA or only with the statement by Prof. Dunphy. Mr. Black suggested that the U of T staff should work out definitions of account-

ability that would be better than those the Commission had accepted.

Principal Deutsch said that for all practical purposes, with a few very minor exceptions, "we are financed by government for 100 per cent of our operating costs. The universities have very little money other than that which they receive from the public purse." How long, he asked, will the government allow universities to do exactly as they please with public funds? It would be necessary to find a solution that will enable the government to make the decisions it must make as to the allocation of funds to the universities and at the same time allow them the maximum autonomy possible.

"We have proposed a buffer (the co-ordinating board) between the government and the institutions", he said. "It has not yet been expanded in detail or spelled out — we have touched only on the framework at this time."

Prof. Finlayson said the Commission had proposed solutions to problems without having made perfectly clear what the problems were.

Vincent Kelly, a lawyer and member of the Commission, said there was no division among the commissioners on the question of excellence. "We, too, wish to preserve academic freedom," he said. "We have not concerned ourselves with what is taking place in the curriculum. That is your problem. We are not concerned with the getting of the best people for universities. That is your problem."

## Prof. Hecht's Submission

The Commission also had before it a written brief from Prof. Maurice Hecht, co-ordinator of Executive Programs in

the School of Business. Prof. Hecht argued for much more attention to adult education.

"Any university that is a major source of new knowledge and a prime source of the dissemination of valid knowledge must expand from its base of youth and educate throughout their lives the people who require the university kind of knowledge", he wrote.

"Adult education in the university, as we have it at the present time, is not sufficiently comprehensive, not sufficiently able, not sufficiently organized, not sufficiently recognized as vital and essential as youth-time training is to meet the needs of our changing world. . .

"The education required may be obtained in a variety of ways . . . from coaching on the job, to reading books, to participating in classes. Where the essential abilities and the like are obtained at universities, then universities must be prepared to open up more and more to offer the people what they need. . . The revolution here lies not in how the education can be done but in realizing that it must be done and that this education is as vital to people as are full-time degree programs or training given to the unemployed. This 'off-degree' education should be as competently mounted (as it is in some places) as 'on-degree' programs and as academically acceptable to universities despite the lack of parchment-backed qualifications of some individuals undertaking the education. . . It is time educational leaders paid as much attention to this growing area of educational activities as they do now to degree types of programs. With great love for the latter and no disrespect, let me state that I believe that in the former lies the big future expansion."

## Extracts from the Faculty's brief on Wright Report

Some highlights from the brief of the University of Toronto Faculty Association (which was more than 10,000 words long) to the Commission on Post-Secondary Education in Ontario:

The draft report (of the Commission) now published reveals the wide range of the Commission's interests and concerns. Some of its objectives are clearly laudable and will obtain widespread support in principle. Many of the proposals which challenge traditional practices and assumptions will be looked upon as imaginative by some, dangerous by others. The University of Toronto Faculty Association believes that the University ought to give all the proposals serious consideration; but, at the same time, we believe we must express a completely frank opinion concerning their desirability and practicability.

(The brief then offered some general observations "to help explain the nature and extent of our concern".)

The draft report seems to be both incomplete and in parts inconsistent. . . The reader is told very little about the system that requires reforming, and the rationale behind many of the recommendations is non-existent. There also appears to be a number of puzzling inconsistencies. In the introduction there is a general denigration of the idea of competition and examinations; yet, in some of the recommendations, there is an extraordinary stress on the importance of examinations to ensure that candidates qualify for the professions. Likewise, in the introduction the Ontario system is praised for its lack of bureaucratization; yet, in the section on "Instruments and Implementation", a greater degree of bureaucratization is proposed than has ever previously been conceived in the province. . .

In our view the draft report reflects a definite social philosophy, but we find little in it that we recognize as educational philosophy, unless it be that of the Cultural Revolution. . .

The draft report seems to us to reflect, indeed perhaps to exaggerate, public discontent with the university without actually saying what is wrong and it has very little to say, either critical or appreciative, about what is in fact going on in the university or what should be

done to ensure that we continue to have universities in Ontario which can compare with the better universities in other parts of the world. . . We recognize the Commissioners' concern to see that provision is made for those who seek less traditional and perhaps less demanding forms of post-secondary education, but we regret that they show less concern about preserving what has been built up at such cost not only over the past decade but for more than a century.

. . . we must object to the allegation . . . that "the professorate's search for professional prestige was too often associated with the expansion of graduate studies". This is simply not true with respect to the graduate studies at the University of Toronto; as the largest graduate school in the province, it was bound to expand its enrolment to meet the demands imposed by the Government's conscious decision to expand graduate education when the Province of Ontario Government Grants were established in 1963.

(The brief noted that the Commission felt that elitism in universities was "a bad thing in need of correction", although the term was not defined in the report. The UTFA said that one form of elitism — social elitism, the creation and maintenance of distinct classes in society — was bad. But intellectual elitism, "the product of the full development of the intellectual capacities of those persons in society capable of intellectual excellence", was "an unmitigated good for the capable student and for the society in which he lives".)

The university is, and should be, elitist in the second sense. . . The fact cannot be ignored that much of what occurs at a university is a function of the students who have been admitted. If these students are largely incapable of intellectual endeavour, the quality of the university is prejudiced and society in the long term becomes culturally impoverished.

We dislike the populist and egalitarian bias that we detect in the draft report and which the Commission counterposes to the alleged elitism of the university. (The brief distinguished between two forms of egalitarianism: one "the democratic insistence upon equality

of opportunity for all citizens"; the other "that individual variations in capacities are irrelevant and that all citizens are entitled to identical treatment in all circumstances regardless of the variations in particular related capacities".) In the university context, this version of egalitarianism strikes a hard and deadly blow against the intellectual values of the university. . .

We take exception to the slanted language in which much of the report is written, as when it refers to "our shibboleth of 'academic' standards". For instance, on page 21 the Commissioners regret "the obsession many people have with paper credentials". The Commissioners must surely be aware that the certificate or degree is worth far more than the paper on which it is written. . . Talk of an "increasingly rigid social structure" in Ontario in 1972 is simply not true and we frankly doubt that many of the Commissioners really meant to say this or imply it. Surely at no period in the last quarter-century has there been so much tolerance and general approval of diverse social philosophies and life styles.

(In discussing specific recommendations in the report, the UTFA said that "we are in general agreement with about a dozen of the recommendations, while we are in disagreement with 20 or so. There are almost another 30 about which we have serious questions to raise and on the remainder we have no comment".)

We would emphasize that our main concern with the draft report is that it appears to threaten the autonomy of the university, Recommendation 52 in particular (this proposed the setting up of a Co-ordinating Board of Universities), and that it under-rates the significance of the role that the university performs in society, especially in Recommendation 33 but throughout the report generally. We are concerned about the apparent preference the Commissioners give to practical over theoretical considerations, e.g., Recommendations 5, 53; to occasional over sequential attendance, and about their apparent lack of concern over what goes on in the university and the standard of achievement that should be maintained.

We sympathize with their attempt to support those students who cannot support themselves and to make those who can pay much of their own way, but have some doubts . . . about the way in which it is proposed to achieve this. We do not think it is possible to divide teaching and research costs as is proposed (Recommendation 6) and we are shocked at the analysis in Appendix E-3, especially with the failure to recognize the amount of time that has to be spent on other back-up duties outside contact hours.

. . . We fear that the Commission, in its anxiety to produce a society of equal opportunity, threatens the right universities have traditionally enjoyed to admit students, create programs, and reward performance on grounds of academic excellence. . . attempts to reform universities to achieve social goals must be made only with the utmost caution. . .

We accept the idea of a University of Ontario, though we doubt that the educational experience provided will be equivalent to that obtained in a conventional university. Mass media can undoubtedly be used to good educational effect, but we wonder in what sense the institution would be a university. . . We also wonder at the cost of such an innovation. . . we believe that full-time immersion in a discipline provides the most effective way of acquiring intellectual habits and essence of the discipline. . .

"Fixed and rigid curricula", wherever a coherent program of study is not essential, may indeed be undesirable, and in fact in many institutions have already been abandoned. A notable example of this is the New Program in Arts and Science at the University of Toronto, the virtues of which are still open to question. . .

We approve of any realistic effort to encourage members of the professions to keep abreast of current developments in their fields. Clearly the universities should perform an important role in this process. We wonder, however, whether this proposal for continual recertification by decennial examination is realistic, desirable or consistent with earlier observations of the Commissioners. The

(See page 3, col. 1)



# Some undergraduate access to stacks is recommended

The Library Council's committee on stack access to the Robarts Library has recommended that fourth year undergraduates, as well as faculty and graduate students, be allowed stack access and borrowing privileges on application, that Arts and Science students in 300 or higher courses be granted short term

passes, and that a limited number of one day passes be available to all students on application.

The committee headed by Prof. P. L. Heyworth also urged, as a high priority, that the Library, in conjunction with teaching departments, carry out a comprehensive review of the collections to be amalgamated in the Sigmund Samuel

building and that work be started immediately on plans for refurbishing Sigmund Samuel to provide suitable accommodation for undergraduate readers.

Since Feb. 2, when the committee was set up to examine as a matter of urgency "the need for and nature of restrictions on access to the stacks of the Robarts Library", its members met 12 times and

received 22 briefs, as well as comments and information from other sources.

Members of the committee, in addition to the chairman, were: John P. Abbott, undergraduate student; Dean A. D. Allen, David Esplin, Associate Librarian; Mrs. Judith Gelmon, Extension student; Prof. Richard Gregor, Prof. T. C. Hutchinson, Prof. D. A. Joyce, Miss Audrey Logie, graduate student; H. C. Sholler, Associate Librarian, and David Warren, undergraduate student.

The committee's recommendations follow:

## I. Refurbishing of Sigmund Samuel

(1) That there should be a comprehensive review of existing collections to be amalgamated in Sigmund Samuel, this to be undertaken as a co-operative venture by the Library in conjunction with the teaching departments, and the highest priority to be given to it by both.

(2) That an Ad Hoc Committee for the revised Sigmund Samuel Library, composed of students, faculty, the Library, and representatives of Physical Plant, be constituted immediately to make recommendations relating to the interior design of the Library, the committee to continue in existence until the building is fully operational.

## II. Borrowing privileges

(1) That the borrowing periods for the Robarts Library be not more than 1 week and for the Sigmund Samuel not more than 2 weeks. Provision to be made for exceptional circumstances.

Profs. Gregor and Joyce, and Mr. Esplin registered dissent.

(2) That periodicals in the Robarts and Sigmund Samuel Libraries should be non-circulating.

Prof. Gregor registered dissent.

## III. Library service

(1) That a computer print-out of the catalogue of the Central Library be provided at convenient locations in the University, e.g. Sigmund Samuel, college libraries, departmental libraries, Erindale and Scarborough.

(2) That a telephone ordering service for all members of the University be established, books to be held at a reserve desk for 24 hours.

(3) That in the Robarts Library delivery of books to numbered desks in the reading rooms be provided.

(4) That existing library hours be continued in both locations.

(5) That existing book delivery service for Humanities & Social Sciences collections on the St. George Campus be discontinued.

Prof. Gregor registered dissent.

## IV. Stack access in Robarts Library

(1) That faculty, graduate students, and 4th year undergraduates in Divisions I & II be allowed stack access and general borrowing privileges upon application, and that lockers and lockable carrels be assigned to this group upon application, on the basis of need.

(2) That any student who is enrolled in one or more Arts & Science 300 or higher series course in the Humanities & Social Sciences (or their equivalent in other faculties) should be given a short term pass upon application.

(3) That a limited number of one-day passes should be available to all registered users of the Library upon application.

## V. Public borrowing, stack access, fees & deposits

(1) That the rules and privileges for persons who are not staff members or registered students of the University of Toronto shall remain as at present except for such necessary modifications as result from the change in regulations suggested in this report.

Mr. Abbot registered dissent.

## VI. Miscellaneous

(1) That a Review Committee, similarly constituted to the present committee, be set up after the revised system has been working for two years.

(2) That a Library Users' Committee, similarly constituted to the present committee, be appointed immediately, and be transferred intact to the revised library system.

(3) That the 5th elevator shaft be made operational as soon as possible.



DR. GERHARD HERTZBERG, winner of the 1971 Nobel Prize in Chemistry, central figure in this photograph, drew a standing-room-only audience in the Medical Sciences Auditorium on Monday. His subject was "The Spectra of Hydrogen".

In the front row are Dr. John Hamilton, Vice-President, Health Sciences; Prof. Harry Welsh, a former chairman of Physics; Dr. Hertzberg, Prof. Helen Hogg, and Prof. John

Polanyi, Chemistry. The three in the back row are Prof. Donald MacRae, chairman of Astronomy, Prof. J. M. Daniel, chairman of Physics, and Dr. Boris Stoiceff, Physics.

Dr. Hertzberg is holding a section of the Allende meteorite. This was presented to him at the conclusion of his address by Prof. Hogg as a symbol of the brilliant path traced by his own academic achievements.

# Extracts from Faculty Association brief

(Continued from page 2)

scale of the operation envisaged and the size of the bureaucracy required to administer, grade, and recertify is staggering . . . The effect of this recommendation, we believe, would be to reduce the standards of the proposed examination — and hence of the profession — to those of the least knowledgeable practitioners in the province, which would lead ultimately to intellectual stagnation in the profession.

The Commission's main recommendation (in "Instruments of Implementation") — the creation of an elaborate structure of co-ordinating boards — poses a grave threat to the necessary academic autonomy of Ontario's universities . . . Quite clearly, in the Commission's view . . . "he who pays the piper calls the tune". We submit that this simple proposition is both inadequate and potentially dangerous to the proper functioning of the university as an institution of the greatest social value . . . The Commission does not analyze the actual workings of the present system of external university financing and internal distribution in order to demonstrate defects remediable only by the recommended machinery. And, even more surprisingly, nowhere does the draft report mention the existence, structure or rationale of the new Governing Council

of the University of Toronto . . . for the sake of the very public accountability that is at the heart of the Commission's recommendation half of this Governing Council's members will be lay and one-third appointees of the Government . . . Furthermore, the report ignores the role of the Council of Ontario Universities . . . currently engaged in a million dollars' worth of voluntary co-operative planning . . . a record which impresses

even the Wright Commission. Their report fails to specify a single area of planning or possible co-operation in which they feel the universities are defying the public interest . . .

. . . we wonder whether a reconstituted Committee on University Affairs with a chairman and staff of its own might not better serve both the interests of the universities and the need for accountability.

## Where you may deposit ballots

Ballot receiving locations have been set up across campus for the convenience of voters in the General Council election who may prefer to deposit their ballots in this way rather than by mail.

### Ballot receiving locations

March 1, 2, 3, 6, 7, 8, 9, 10, 13 — 10 a.m. to 4 p.m.

Sidney Smith  
Sigmund Samuel Library  
Medical Science  
Trinity  
Galbraith  
S.M.C.  
University College  
Victoria College  
Hart House  
O.I.S.E.  
Business  
Dentistry  
Scarborough College  
Erindale College

— main foyer  
— main entrance  
— campus entrance  
— Buttery entrance  
— main foyer  
— the Coop  
— refectory  
— library  
— main lobby  
— main lobby  
— main lobby  
— lobby  
— main entrance  
— cafeteria

Evening: March 6, 7, 8, 9 — 6 p.m. to 10 p.m.

Sidney Smith  
New Physics  
Medical Sciences  
Lash Miller  
Ramsay Wright  
Scarborough College  
Erindale College

— main foyer  
— main foyer  
— east entrance  
— north entrance  
— Harbord Street Entrance  
— main foyer  
— cafeteria

March 6, 7, 8, 9, 10 & 13 only — 10 a.m. to 4 p.m.

C.O.E.

— main entrance

If you are an eligible voter but have received no ballot due to unreported address change, records error, etc., please call the Office of the Vice-President and Registrar at 928-2160.

## PAC is to recommend a new director for P&HE

A Presidential Advisory Committee has been established to recommend a successor to Dr. J. H. Ebbs, Director of the School of Physical and Health Education. The Committee is composed of the following: Dean D. F. Dadson, Profs. M. A. Ashworth, M. E. Berridge, R. S. Harris, A. C. Hewett, M. Laurence, C. A. McCatty, A. D. White, Santo Martini, M. Braney, Miss H. McIvor, and Dr. Roy G. Ellis (chairman).



# Many of Commission's ideas on Medicine draw fire

(Continued from page 1)

## B. Recommendations Relating to Pre-Medical School Education

The Faculty did not regard the existing usual requirement for two years of pre-professional school university education as sacrosanct. *There was no strong feeling that the basic knowledge in the physical and life sciences had to be obtained in any prescribed way*, as long as this pre-requisite knowledge was demonstrated. However, it was generally considered desirable that students entering medicine have some period of maturing experience before admission to a medical course.

## C. Recommendations Relating to Selection of Medical Students

Assuming that pre-requisite knowledge was obtained by some route and demonstrated by formal assessment, the selection from applicants with a potentially widely varying background would pose many problems. It was generally held that at present *academic achievement was the best yardstick for predicting capacity to study and practise medicine successfully; it is the view of the Faculty that other criteria should continue to be sought, however*. It was not considered

desirable that a Co-ordinating Board should determine admission policies for the university medical schools, as this would enforce a uniformity of standards which could destroy any desirable individuality in medical school goals and methods. *Assuming that a valid mechanism was developed for preparing a list of qualified applicants, the use of a lottery for the final selection was opposed by the majority of respondents* as this would frustrate the development of rational selection criteria. A minority of respondents felt there was merit in using a lottery, but only for a residual group of applicants from which selection by other criteria was particularly difficult. Finally, it was considered that the age of an applicant to medical school should remain a factor in selection.

## D. Recommendations Regarding Medical Course and Professional Practice

The Faculty *was emphatic in denying the feasibility of part-time attendance in a medical program*, although an absence over an interval between years (or 'Periods' at this medical school) was an acceptable possibility.

The question of transferability within a "spectrum of health professional programs" was considered at length. Briefly,

*transfer vertically within a broad division (e.g. from Nurse to Nurse-Practitioner) was more feasible than transfer horizontally (e.g. from Pharmacy to Medicine). The latter type of transfer would require such a complexity of special courses, programs and re-assessment procedures as to be economically unworkable as viewed at this time. If 'transferability' were to include the substitution of practical for academic experience, this is regarded as tenable only if either route culminated in the same assessment examination; in other words, there could be diversity of preparation for a demonstration of competence.*

*Periodic re-evaluation examinations, to maintain professional registration, were not regarded as feasible.* A requirement that the same examination should be used both for certifying newly-qualified physicians and for re-certifying those who had been in practice for many years would be particularly undesirable. This procedure would not give adequate recognition to the differentiation of physicians, and yet it would suggest (as in the footnote on p. 21) an undesirable lowering of standards for the newly-qualified. At the very least, special examinations would have to be set to take into account the specialization of activity of most professionals which progresses as the interval after graduation lengthens; such examinations could certainly not be similar to those for newly qualified practitioners. The administrative complexity and hence cost of specialized re-evaluation examinations can hardly be justified by the possible benefits of such a scheme. We draw attention, however, to the existing requirement of the College of Family Physicians, that members must attend a minimum number of refresher courses to remain so enrolled. *A program of continuing education which included evaluation procedures was thought by some respondents to merit further consideration.*

## E. Recommendations Relating to Financing and Quality of Training of Medical Students

The Faculty Council respondents (which include students) were not unanimous on this issue, *but the majority believe that even after giving full weight to the proposals regarding grants and loans, accessibility of medical education would be reduced if the fixed costs were to increase by \$800/yr.* The students from middle-income groups would be reluctant to ask their parents to accept a significantly larger financial burden and more likely to find the long-term loan burden a negative factor than students with more prosperous backgrounds. *A minority felt that the proposed new financing arrangements were desirable and were likely to attract more applicants from low income groups.*

*The implied change in student-staff ratio would probably affect the quality of basic science teaching but in clinical teaching, most of which is done on a small group basis, the adverse effect would be extreme.* The 'spectrum' concept could influence the nature and quality of medical student training if attempts were made to combine medical and paramedical teaching in the earlier years. The view was expressed that this is often pedagogically unworkable, and that 'overeducation' is a danger of such a scheme which is also uneconomic.

## F. Recommendations Relating to Faculty Working Conditions

The view was often expressed that the *teaching commitment* of the high-school teacher was used as a model for arriving at a judgment of an appropriate schedule for staff-members of post-secondary institutions. It should not be necessary to distinguish between the concentration of constantly changing material which must be assimilated, prepared and presented by instructors in a medical school, for example, and the curriculum of secondary school subjects. It should also not be necessary to state that teaching is the work of secondary school staff, whereas professional activity (research or practice of medicine) and teaching is the work of the medical faculty member.

*The Faculty states, without reservation, that professional competence could not be maintained with a teaching load*

*of 16 contact hours per week; very few believed that even teaching competence could be maintained at this level. The figure of two hours preparation for one hour of contact (Table E-3 in report) is a gross under-estimate, even if one assumes that half the contact time is spent demonstrating in the laboratory. But even on this latter basis the suggested load greatly exceeds that which many staff-members would consider to be consistent with their responsibilities to students and to their scholarly work.*

If Table E-3 is not meant to suggest revised faculty working conditions, but simply to arrive at 'educational costs' it again gives rise to serious objections. *The figure of \$3,000-3,500 is very far from the \$8,000 for "basic educational purposes" arrived at by J. S. Millis after a very thorough study in 'A Rational Public Policy for Medical Education and its Financing' — Report to The National Fund for Medical Education (of U.S.), 1971; he suggests adding a minimum of \$1,000 to provide minimal research support and \$1,000 to support ambulatory teaching facilities (per student per year).*

*A further grossly misleading implication of the Report is that after teaching is done, all other faculty activities can be lumped under the heading 'research'; even if 'research' is taken to include patient care, graduate student training, ward rounds and conferences, basic science seminars — the administrative and committee work involved in running the institution and dealing with internal and extramural professional affairs is entirely overlooked. It is difficult to take seriously any budgetary considerations arising out of such a doubtful foundation. It is hoped that the C.O.U. analysis of academic activities will be soon available to the Commissioners.*

## G. Recommendations Related to Separate Support of Education and Research

The Faculty opinion available was divided on this issue. *A majority felt that it was not desirable to budget separately for the teaching and 'research' activities of a medical faculty; these members believed it was either wrong or administratively impossible to separate these interlocked aspects of a given member's work. A minority believed it was desirable, possibly in the interests of rationalization of research support. This latter group was willing to see the size of the 'research salary component' of the budget determined on the 'basis of overall attainments of the staff in research' — rather than in relation to student enrolment. At the same time, all recognized the invidious position the administration of such a component would force upon university officers.*

*Most concern, perhaps, was expressed over the lack of clear proposals concerning the amount or sources of the 'research component' of the budget. If the teaching loads given (hypothetically) in Table E-3 were to be adopted, the only time for research would be over a three month period outside the two normal semesters; the Faculty agreed that viable research (warranting outside grant-in-aid support) could not be done in that time by any but a very few scientists with well circumscribed projects. If full-time research salaries were allocated, renewal at 5-10 year intervals would be consistent with policies of other bodies, such as those of MRC regarding Research Associateships. The somewhat vague allusions to a federal contribution to the research component, and to Department of Health support for 'non-educational' medical research, seem to require much greater clarification if these issues are to be given meaningful consideration.*

## EXHIBITIONS

McLaughlin Planetarium. "Above Mount Olympus". To April 9. Times: Tues. to Fri., 3 and 8 p.m. Sat., 2, 3.30, 7.30 and 9 p.m. Sun., 2, 3.30, 5 and 7.30 p.m.

"Objets d'Art". Carvings and sculptures by George Stangl, New York sculptor, born in Czechoslovakia. Mineral Gallery, ROM. To Mar. 12.

Burnaby Print Show: 5th National Burnaby Print Show organized by the Art Gallery, Burnaby, B.C. Erindale College. Feb. 27-Mar. 21.

## Council is given committee reports but quorum-count foils discussion

The Council of the Faculty of Arts and Science met in Cody Hall, School of Nursing, Feb. 28 with Prof. Kenneth Bryden in the chair.

Dean A. D. Allen reported briefly on enrolment prospects for next academic year — "early indications are that the student population will be about the same as this year" — and on the progress of committees searching for a new dean and two departmental chairmen. He said that, in line with proposals by the Hare Committee, Scarborough College Council would be reporting directly to a standing committee established by the Senate.

Scarborough Dean S. John Colman rose to express the warm thanks of the College to Dean Allen, the former Dean, Vincent Bladen, and the many members of Council who had done much to assist Scarborough's drive for quality and its progress along the road to more autonomy within the University community.

Before Council could begin discussion of the next item, a report from the General Committee on its six regular meetings and four special meetings held between Nov. 5 and Feb. 7, the chairman accepted a request for a quorum count. Council's rules of procedure call for a quorum of 150. Proctors counted 85 members present. Prof. Bryden adjourned the meeting.

In addition to supplying information summarized in previous issues of the *Bulletin*, the General Committee reported it had approved three recommendations by the Committee on Standing:

¶The main effect of one of these is that students who do badly in one session, especially in First Year, will not be suspended or refused further registration in the Faculty as they are now, but will be "on probation". It is also incumbent

on a student to have approximately 50% Cs at the end of each session or he is likely to suffer a penalty.

¶The deletion of the provision that students may rewrite an examination in a course in which they have standing in order to "up-grade".

¶The third approved recommendation — that no grade be recorded when a student obtains standing at the second attempt as a result of a supplemental examination — was referred back to the General Committee by the Board of Arts and Science Studies.

The General Committee approved a recommendation from the Committee on Study Elsewhere "that any student who has completed a program of Third Year Study Elsewhere be eligible to receive a three-year Bachelor's degree according to the general regulations of this Faculty".

A report to Council from the Committee on Academic Standards included this item:

"Approved reports from the five curriculum committees — Committee on Humanities, Committee on Life Sciences, Committee on Physical Sciences, Committee on Social Sciences, Committee on Interdisciplinary Studies — with respect to the courses of study on the St. George and Erindale campuses for 1972-73. Courses approved included two courses in Survey Science to be offered on the Erindale campus and, on the St. George campus, four 100-series courses and two half-courses to be offered by Victoria College and Trinity College respectively, drawing on the resources of the departments of the college in each case, and a half-course to be offered on an experimental basis by the School of Physical and Health Education. Courses formerly listed as East Asian Studies (EAS) have now been split between that Department and Sanskrit and Indian Studies (SIS)."

## Genetics and the future of man

"Genetics and the Future of Man" is the title of the University College Alumnae 1972 Symposium, to be held in Hart House on March 11. Dr. J. F. Mustard, McMaster University, is chairman. Details of program follow:

10 a.m. to 12 noon. Hart House Theatre: "The Prospects for Genetic Manipulation of Human Cells". Dr. Louis Siminovitch, U of T and Geneticist-in-Chief, Hospital for Sick Children; "Hereditary and the Environment". Dr. Hans Stich, Professor of Genetics, Cancer Research Centre, University of British Columbia.

12.15 p.m. Reception, East Common Room and Map Room, Hart House.

1 p.m. Luncheon, Great Hall. Speaker: Dr. David Suzuki, Professor of Zoology, University of British Columbia, on "Science, Elitism and the Apocalypse".

3 to 4.30 p.m. Hart House Theatre. "Genetic Manipulation in Theological Perspective", Prof. Herbert W. Richardson, Toronto School of Theology; Panel discussion — Mrs. Christina Newman, Associate Editor of *Maclean's Magazine*, and Mrs. Hilda McKinlay, Faculty of Law, U of T will join the speakers in a discussion on the implications of the recent advances in genetics.

Tickets for the luncheon and reception are \$5, which should be sent to Mrs. J. G. McCrimmon, 905 Avenue Rd., Apt. 1, Toronto 7, before March 3.



## Prof Ann Saddlemyer becomes director of Drama Centre July 1

Prof. Ann Saddlemyer will become Director of the Graduate Centre for the Study of the Drama on July 1. Her appointment was approved by the Board of Governors at its February meeting.

In a statement to the members of the Drama Centre, Prof. A. E. Safarian, Dean of the School of Graduate Studies, said:

"I am happy to be able to announce the appointment of Prof. Ann Saddlemyer as Director of the Graduate Centre for the Study of the Drama, succeeding Prof. Brian Parker who completes his five-year term of office on June 30, 1972. Prof. Saddlemyer will continue to hold a cross-appointment between the Drama Centre and the Department of English, Victoria College.

"A native of Saskatchewan, Dr. Saddlemyer received her B.A. from the University of Saskatchewan, her M.A. from Queen's University, and her Ph.D. from the University of London, England. Before coming to Toronto in 1971, she taught at the University of Victoria, British Columbia, where she was the first director of the English Honours program and organized the university's interdisciplinary courses in Liberal Arts.

"Dr. Saddlemyer is internationally known as an expert on Anglo-Irish literature, and has received many important research scholarships, including a Guggenheim Fellowship in 1965 and a Canada Council Research Fellowship in 1968. She is currently on the editorial boards of *Yeats Studies* and the *Irish University Review*, is a member of the committee on Anglo-Irish manuscripts for the Royal Irish Academy, and is chairman of the Standing Committee of the International Association for the Study of Anglo-Irish Literature.

"Among her publications are: *The World of W. B. Yeats* (with Robin Skelton; Dolmen Press, 1965), *In Defence of Lady Gregory*, *Playwright* (Dolmen, 1966), *The Plays of J. M. Synge* (2 vols.; Oxford University Press, 1968), *Synge and Modern Comedy* (Dolmen, 1968), *J. M. Synge: Plays* (Oxford, 1969), *The Plays of Lady Gregory* (4 vols.; Colin Smythe, Ltd., 1970), *Letters from J. M. Synge to W. B. Yeats and Lady Gregory* (Cuala Press, 1971), and *Letters to Molly: J. M. Synge to Mairé O'Neill* (Belknap Press, Harvard Univer-



sity, 1971). To appear in the next three years are: *Theatre Business, Management of Men* (New York Public Library), *John Millington Synge* (Northwestern University Press), and *The Collected Letters of J. M. Synge* (3 vols.; Oxford U. P.).

"Besides Anglo-Irish studies, Dr. Saddlemyer's main concerns are with staging and stage design — on which she wrote her doctoral dissertation — and with Canadian theatre and drama. She will be teaching in these areas next session at both the graduate and undergraduate levels, and will continue to serve as a member of the Board of Governors for Theatre Canada — Dominion Drama Festival and to chair its Standing Committee on Canadian Plays.

"I am very pleased to welcome Prof. Saddlemyer to her new responsibilities at the Drama Centre, and to extend to her the best wishes of the Board of Governors and the School of Graduate Studies."

## Extension plans educational tour of China for serious travellers

Now that diplomatic relations and closer contacts have been achieved between Canada and the People's Republic of China, the Division of University Extension, in the hope of further increasing friendship and understanding between the two countries, is sponsoring an educational tour of China for persons seriously interested in learning about that country at first hand.

Because the tour group will be limited to 20 participants, preference will be given to those involved in education — and participation by a husband and a wife cannot be guaranteed.

While some details are still being arranged, this is the basic schedule:

May 24-26 — At the University of Toronto, an intensive seminar on modern China will prepare the travellers for their experience.

May 27 — Leave Toronto for Vancouver; overnight in Vancouver.

May 28 — Leave Vancouver for Hong Kong.

May 29-June 1 — Tours of Hong Kong Island, Kowloon and the New Territories.

June 2-28 — Although the itinerary is not final yet, the program will include visits to such major cities as Peking, Nanking, Canton and Shanghai and stops at several other places of interest and importance. There will be visits to major historical sites, monuments, museums, factories, communes, schools and universities, and time for such cultural activities as the opera and ballet.

June 29 — Leave for Hong Kong.

June 30 — Leave for Vancouver and Toronto.

The approximate cost will be \$1900, which includes air fare, accommodation in Vancouver, Hong Kong and China, tours, transfers, gratuities, baggage handling, and Hong Kong airport tax. The price covers the cost of the seminar at U of T, but not meals and accommodation for that period.

Applicants should write to China Tour, Division of University Extension, 84 Queen's Park, Toronto, giving home and business addresses and telephone numbers, position, citizenship and age. They are asked to submit with the application a resume of their background, if any, in China or Chinese studies, say why they want to make the trip, and give any other relevant information.

Applications must be received by March 24. Applicants will be notified of the decision by April 3 and, if accepted, must then remit a deposit of \$200. The remainder of the cost of the tour is to be paid in full by April 27.

### Suggestion for saving

We have received the following from Prof. Kenneth O. May (Mathematics):

A considerable saving, both financial and in resources, would result from multiple use of envelopes, especially large manilla envelopes. In order to make this possible, all University offices should send campus mail unsealed unless the contents are confidential.

## Appointed & Promoted

### Erindale College

PROF. K. C. A. BURKE (Geology) has arrived at Erindale for six months as a Visiting Professor.

After obtaining his Ph.D. at the University of London, Dr. Burke accepted a lectureship at the University of the Gold Coast, returning to England in 1956 as Senior Geologist in the Atomic Energy Division of the Geological Survey of Great Britain. During 1960-61 he was seconded to the International Atomic Energy Agency as Adviser on Nuclear Raw Materials to the Government of the Republic of Korea where he was responsible for organizing programs of nuclear raw material exploration by the Geological Survey of Korea and the Atomic Energy Office.

In 1961 Dr. Burke went to the University of the West Indies, Kingston, to head the newly-formed Geology Department.

Prof. Burke then went to the University of Ibadan, Nigeria, where he was in charge of the expansion of the Geology Department, which included the introduction of post-graduate programs. After two years he was able to hand over the chairmanship of the department to a Nigerian colleague and concentrate on his research interests which include the study and interpretation of old African orogenies, interpreting the Cretaceous and Tertiary geology of the Gulf of Guinea in terms of plate tectonics, and preparing maps of Ibadan and Iseyin showing

superficial deposits which are important in environmental geology.

### Graduate Studies

PROF. ECKHARD CATHOLY, who became chairman of the department of German at St. Michael's College last July 1, will on July 1 next become chairman of the Graduate Department of German in the School of Graduate Studies.

After study at Friederich Wilhelm University, Berlin, Prof. Catholy obtained his doctorate at the University of Göttingen. He subsequently taught there and at the universities of Hamburg, Tübingen and the Free University of Berlin. After two terms as visiting professor at Cornell University, Prof. Catholy came to Toronto in 1970 as professor of German at St. Michael's. He has in his name an impressive list of publications and reviews.

Graduate DEAN A. E. SAFARIAN said that Prof. Catholy had an international reputation as an expert on German drama of the late Middle Ages and the eighteenth century. In addition to numerous articles in learned journals, he has published four books: *Das Fastnachtspiel des Spätmittelalters* (Tübingen, 1961); *K. P. Moritz und die Ursprünge der deutschen Theater-leiden-schaft* (Tübingen, 1962); *Fastnachtspiel* (Sammlung Metzler, Stuttgart, 1965); *Das deutsche Lustspiel, Vom Mittelalter bis zum Ende der Barockzeit* (Stuttgart, 1969).

## Prof R M H Shepherd replies to Dean Colman's PACE letter

The editor of the Bulletin has received the following from Prof. R. M. H. Shepherd, University College:

In your issue of Feb. 4, you published a diatribe against the recent debate on PACE in the General Committee of the Faculty of Arts and Science by PACE chairman, Dean Colman of Scarborough. While I have been most reluctant to reply to his rather intemperate and ill-founded remarks. I now feel that I should — if only because no one else has yet done so, and I would not want your readers to assume that the Dean's comments were unanswerable or had shamed the critics of his report into silence. (Prof. Shepherd's letter to the Bulletin was received before publication of Prof. Uzumeri's letter on Feb. 25.)

His arguments were indeed curious. First he speaks of "protecting vested interests", with the implication that this must be the chief motive of those who opposed his recommendations. For myself, my only "vested interest" is in seeking ways to provide the best in education for full-time and part-time students alike. He then proceeds to indict "the level of debate that we have recently witnessed" (my italics), complaining of "personal abuse" and "slurs upon (the) general competence" of his committee. His use of the pronoun "we" is interesting (perhaps a royal plural without reference to the first person?) since several General Committee members have the impression that Dean Colman was not present to witness the PACE debates, and I myself do not recall having seen him. (My apologies in advance if this is a vile canard.) He must therefore have relied heavily on hearsay and on what he could find in your columns.

Although you reported the first debate quite fully, he does not seem to have got a just impression of its tone: unfortunately, for that discussion reached levels of sense and seriousness which (thanks at least in part to the obstructive participation of a few full-time students) have not been achieved for some time in the Faculty of Arts and Science. "Reasons and arguments", which Dean Colman says would have been useful in lieu of what he terms "gratuitously and complacently insulting forms of disagreement", were in fact the substance of the debate, ably presented by Profs. Lynch, Macpherson, Hanly, Conacher, Saywell, Principal Robson, Extension student Miss Carol Belford, and many others. I am sorry for Dean Colman's sake that he seems to have missed these reasoned arguments. The "depth of prejudice re-

vealed" must indeed have been conveyed to him by some form of obscure revelation.

At the second meeting, I opened the debate by speaking to my motion for the setting up of an Arts and Science committee to give further study to the problems of Extension students. I recapitulated some of the arguments made by speakers at the previous (unreported) debate, and added one or two of my own. This debate was reported in the Bulletin of Jan. 28, but in that account my ten-minute presentation was reduced to the statement that the PACE Report was "superficial". Had I said nothing more than that, Dean Colman would certainly have had grounds for annoyance. He may conclude that the passing of my motion was "merely a tactic of delay": I can only reply that this was definitely not my intention, nor that of my seconder, Miss Belford.

The reference to "selfish interest groups (which) are allowed to dominate such bodies as the General Committee and the Faculty Association" shows that Dean Colman is no tiro when it comes to the art of insult and misrepresentation. Who, may we ask, allows these "groups" to "dominate"? Those of us who, in debate, criticized aspects of the PACE Report, and urged a more balanced and practical approach to the very real and urgent problems of part-time students, were elected to the General Committee by the votes of a large number of colleagues; the Faculty Association executive is partly elected and partly appointed by the elected members of its Council. If it should appear that a majority of our colleagues disapprove of our attitudes and actions, then I would agree with Dean Colman that the general interests of the Faculty were not being served, and that it could not effectively "reform itself". However, until this is demonstrated, I for one shall continue to act in good faith as a representative of the teaching staff, according to principles and judgements which I consider sound and responsible.

Finally, Dean Colman asks "who will want to serve on arduous Presidential Advisory Committees concerned with reform when what one gets for one's pains . . . is insult (etc.)?" As a member of the Macpherson Committee, whose report came under fire and was not fully or well implemented, but which certainly resulted in a major "reform", I can sympathize; but would counsel Dean Colman to a more stoical acceptance of "the slings and arrows of outrageous fortune".



# Debaters illuminate main issues arising from Report

(Continued from page 1)

tected, but should not be increased. We're listening very hard."

Each debater was given 12 minutes to speak, after which questions and comments from the audience were invited. The substance of their statements follows:

## Principal Robson

Many people at the University of Toronto and other universities were disturbed, dismayed, and even frightened by parts of the report, Dr. Robson said. This suggested that something was wrong, "either with the report or with us — or, perhaps, with both."

He recalled that at the public hearing on the 28th, some of the commissioners had conceded that not enough attention had been paid to universities, that they were indeed concerned about quality, that their belief in academic excellence was implicit in their report and would be made explicit in the final report.

"This was heartening, if somewhat surprising", Dr. Robson said. "I found it, however, not wholly reassuring. Not all the commissioners, or even a majority of them, spoke on this matter — and one of those who did not was Dr. Wright, who was unable to be at the meeting. The second reason I'm not wholly reassured is that there may be lots of jolly good implicit attitudes in the draft report that I and others missed, but there is much that is *explicit* that gives us pause. My third reason is that one of the commissioners, David Black, would appear to agree that the draft report, with which he has substantive disagreements, had other intentions."

Principal Robson discussed the "lack of definition and clarity of certain concepts" in the report. He pointed out that the Commission spoke of "post-secondary education" and not "higher education". What a high school drop-out does is post-secondary, he said, just as a high school graduate is post-secondary, "but there may well be differences in what they do, can do, and want to do that makes some thoughtful discrimination necessary."

A clear definition is needed for "accessibility", he said. Although he welcomed every effort to grant equal access to education, at all levels, to everyone qualified and willing, "I do need some persuasion that the Commission intended, in its draft report, to imply that the qualifications for those willing to enrol in universities should be such that they would have a reasonable chance of benefiting from a kind of education substantially different from that offered in other sectors of post-secondary education. Or, rather than being in 1984, are we in Alice in Wonderland?"

Dr. Robson spoke of "the commissioners' denigration of an intellectual élite".

"If the commissioners accurately reflect public attitudes, as they in places assure us that they try to do, then there is something they can recommend: either that degrees be given to all or that degrees be given to no one. Any position in between preserves an intellectual élite. May I suggest, given the converging improbabilities, that it would be best to scrub the notion from the report."

The Commission had failed, Dr. Robson continued, to make an essential distinction between alternatives to post-secondary education and alternatives *within* post-secondary education.

"I see in the draft report", he continued, an explicit threat — never mind what is implicit — of imposed uniformity within the university and college sectors. If Dr. Wright and Dr. Gerstein wish to prove my fears groundless, they can very quickly do so by promising to vote to delete from the powers of the co-ordinating boards the clauses dealing with admissions and programs, and by amending the structural proposals to guarantee autonomy to universities."

Some of the recommendations clearly demand considerable changes in public attitudes — "people be good", they, in effect, demand, Dr. Robson said. Others are directed at employers, or at organized or unorganized groups. "Others, I at least feel, are directed at the governor of the universe. And, of course, many are aimed at the provincial government."

If it were given the chance, the government "will certainly opt, in this Year of the Rat, for only those proposals that are inexpensive", he said. "And, Dr. Wright, I assure you that some of the inexpensive recommendations frighten me most."

Dr. Robson's final point was the threat of political intervention in higher education. He said he did not reject public accountability (which was a different matter from political accountability). The commissioners, in touching upon this, "are very exercised in their narrative (which is unfortunately belied in some of their recommendations) to argue that institutions should be free from — from what? From 'bureaucratic' control. We shall welcome such changes in the final report as indicate that this danger has been lessened if not removed. But what of political control?"

"Don't talk to me of buffers", he went on. "I'm in need of stronger medicine. Talk to me instead of university autonomy, the question of responsiveness to the abiding needs of a civilized society being asked over a period of time by that society through other than governmental projections and guesstimates. The piper-payer need not call the tune, even if it's Ontario-ari-o. He certainly has the power now to say the dance is over, and that's more power than he deserves. And after all, it isn't *his* money."

"Freedom costs, it costs in mistakes and in waste. Its pay-off is not quantifiable, but it is essential. The savings from control are quantifiable, but its costs are not, though they are crushing. Please don't just say that you agree. Say that you'll move to modify your report to preclude political control and ensure academic freedom."

## Dr. Reva Gerstein

In the report, the universities are not given a special place. The commission sees them as part of a spectrum of post-secondary education. There is public disenchantment with the whole spectrum as a road to jobs and prosperity.

As we examine this spectrum we should keep asking ourselves whether the universities can remain the same — aloof from society. How can the universities be persuaded they should not stand back from society's problems?

I do believe in the elegance of the mind and that universities have a special place. But excellence and quality are not prerogatives of the universities alone. The universities may not be the only place where the intellect is respected. We are concerned about elements of snobbery and elitism. The universities should redefine themselves. There is a need to look again at the universities' role. It is a changing role. The universities are a part of society and have a responsibility to it.

The problem exists because we have no private sector supporting universities. It's a financial problem. When we talk about excellence and autonomy we also must talk about how to finance them. They cannot be for just a small segment. And yet, in making it easier for lower income groups, we do not want to water down the universities and make them all things to all men.

Degrees have become more important than the educational process that leads to them. This is a time for universities to be flexible — and there is a great difference in flexibility among them. The changes taking place in secondary schools will force universities to revise their appraisal methods. We must work from the bottom up: the system that will be created will look less tidy than the one we have today.

Many people could profit from part-time learning. It is quite wrong to separate part-time students from full-time students. Why should everything be squeezed into a 9 to 5 day by students ranging in age from 16 to 25?

## Professor Kruger

The commissioners, Prof. Kruger said, although they saw the risk of centralization, failed to carry it below three broad groupings — universities, colleges, and an open sector. The result would be, if their own reasoning was followed, a risk of bureaucratic homogenization of universities.

Prof. Kruger argued for a more logical outcome for universities: a reformed bicameral governing structure for each institution, in which the public interest would be protected by lay representatives devoted to a single institution, able to learn its strengths, weaknesses and objectives. This would promote diversity and ensure accountability. Instead, for the University of Toronto, the government had chosen "to grant the facade of reform and internal control while all the time planning to take unto itself the effective power of our Board of Governors."

The proposed senior advisory committee would have public members with little knowledge of the institutions and with representatives of faculty, students and institutions suspect as interest groups. The effective power, he said, would be in the hands of the chairman and the staff. "If their public hearings and annual reports are as costly as this (Commission) report, they will place an intolerable burden on the province's finances", he said.

There would be similar problems with the composition and functions of the proposed co-ordinating board for universities, Prof. Kruger continued. It would combine the ignorant and the self-interested, presumably to produce informed and disinterested decisions. While the Commission recognized the dangers of homogenization, it granted the co-ordinating board "far greater powers than the Committee on University Affairs — power over admission policies, and over the creation and abolition of programs."

"Why", Prof. Kruger asked, "are these powers necessary if we want diversity? Aren't the pressures of student demands and the ultimate government power of the purse adequate, particularly with public representation on the governing bodies of each institution?"

There was need for an honest search for economies in the delivery of education services, he said. But the Commission's proposals of alternatives were costly. The Commission had not indicated the level of the research outlays proposed, which was crucial, and had made no attempt to compare the cost of the proposed student loan scheme with the existing one. Although Prof. Kruger supported the approach of the Commission — to focus on the need and the ability to pay — the proposed plan required much more careful thought.

Prof. Kruger asked that "the honest route" be taken, "to admit the stupidity of government decisions to overextend the system and to cut back the number of universities to a reasonable level that could be supported at a decent standard of quality. This, of course, involves a public admission of a scandalous lack of planning by the Ontario government, and unpopular political action. But the Commission evades this choice by dismissing it as 'elitist' and 'quality-oriented'."

"By the Commission's own admissions, too many students are in universities for the wrong reasons. If the numbers were reduced to those who really want it for its own sake and not as a job source, then costs would fall and employers would be compelled to recruit non-university graduates and use other screening methods. This report assumes that the overwhelming majority of the people want and can profit from post-secondary education, which is a shaky assumption."

The Commission's call for "premium" scholarships of \$4,000 each was elitist, but a final recognition of reality. There was danger of losing our best students, because there were many alternatives in this part of the English-speaking world for the superior students.

Because of the national value of research, Prof. Kruger said there was support for a larger federal role in universities. But there was rejection of any arbitrary division between teaching and research. The Commission's ideas had been based upon faulty information. "The shoddy analysis of Appendix E (in the report) is a simple-minded numbers game that doesn't even begin to tackle this complex problem."

Research time, he said, is a non-monetary payment to good university teachers, which is unique "in our profession, yet nowhere considered." "If the

concern is for the unequal amounts and quality of research among institutions, all of them now getting similar funding, then say so", Prof. Kruger demanded. "Remember that this is elitist — some are better than others and deserving of more support. We don't fear a test, but we are concerned at the qualifications of the testers. The political basis for the allocation of grants in the past does not give us reason for optimism."

## Dr. Douglas Wright

Until the late 1950s universities did not have a prominent role in government thinking. But it then became clear that distribution of government funds among universities could no longer be based on ad hoc decisions. Both government and the universities welcomed formula financing as an answer. It solved some problems and created others.

It is not possible to separate financial and academic problems. Autonomy means little without a source of funds. Freedom costs money. The great danger facing universities is the unlimited nature of potential interference. There is now no legislative limit to the degree of governmental interference.

The development of province-wide voluntary associations is not a satisfactory safeguard. The Ontario Conference of University Faculty Associations and the Council of Ontario Universities are not the answer. COU with its 39 province-wide committees is spending a great deal and it is hard to see commensurate results. The element of self-interest cannot be ignored. The public is unlikely to give voluntary organizations the power it is willing to vest in government.

In its search for alternatives for the present system the commission rejected the idea of a University of Ontario because of the implicit danger that a central university would become a branch of government.

Our recommendation 52, which has been misinterpreted, balances public and institutional interests.

## Recommendation 52

The Co-ordinating Board for Universities should be composed of 13 members, appointed by the Lieutenant Governor in Council on the advice of the Minister of Colleges and Universities to serve three-year, once-renewable terms, and chosen as follows:

(a) Six members selected from the nominees of organizations representing industry, labour, and other lay public groups.

(b) Six members selected from nominations made by provincial organizations representative of institutional, faculty, student, and staff associations.

(c) A full-time chairman, appointed by the Lieutenant Governor in Council on the advice of the Minister of Colleges and Universities.

(d) No president or vice-president of a university or similar institution should be appointed to it.

## Jurisdiction:

(a) To establish new faculties and programs and discontinue unnecessary faculties and programs, at both the graduate and undergraduate level.

(b) To establish a general admissions policy for the institutions under its jurisdiction.

(c) To distribute operating and capital funds among the institutions.

## Policy:

(a) The Co-ordinating Board should hold public hearings from time to time at the institutions under its jurisdiction.

(b) The proceedings of the Co-ordinating Board should generally be public, and held *in camera* only when the transactions are confidential or immediately prior to giving advice to the Minister. The minutes of all meetings should be made public.

(c) The Board should distribute funds for educational purposes on an objective formula basis for both operating and capital grants. If major changes are proposed, public hearings should be held to justify them.

(d) The Board should award five per cent of its operating grants budget for innovation in educational programs and policies. Such grants should not persist for more than five years. Following this

(See page 7, col. 1)



# Members of staff give their views on the Wright Report

James S. Cunningham

The Wright Report means that the universities will no longer dominate the field of post-secondary education in Canada. Perhaps this was inevitable and it may even be a blessing in disguise for it will require the universities to abandon what has become their business priority — the production of a marketable commodity. In this arena they cannot compete with the Colleges of Applied Arts and Technology which are geared to meet the needs of the marketplace and have the experienced personnel from commerce and industry needed for the task. These people are more efficient and practical than academics can ever hope to be, and theirs will be a powerful force in post-secondary education from now on. Furthermore they have the backing of the government and a large section of the public at this time.

It does not take much intelligence to see that the Wright Report is implicitly hostile to the universities. But worse still is the fact that it displays an antipathy toward the life of the intellect *per se*, in its denigration of academic standards. Its repeated insistence upon the full integration of living and learning and its requirement that teachers with "non-school work experience" be given preference in hiring is further proof of this antipathy.

Undoubtedly the intellectual arrogance of some academics and the campus strife of the past ten years have sown seeds which are about to bear bitter fruit. The life of the intellect — including scholarship, research, learning for learning's sake — has become a luxury which a pragmatic society wonders if it can any longer afford. In terms of "edu-

*Two more letters received in the University's written debate on the exposure draft of the Wright Report — the Report of the Commission on Post-Secondary Education in Ontario — are on this page. The Bulletin opened its columns to this subject at the request of the Faculty Association. Contributors should avoid personal references, strive for brevity, and follow the other rules for Letters to the Editor in the public press.*

cating people for the professions" the work of the University is probably finished. Do we need to seek a new model for a community based on common interests where devoted teachers and students share their own resources, intellectual and monetary, in the pursuit of truth?

JAMES S. CUNNINGHAM  
Chaplain to Hart House

Peter H. Russell

I would like to comment on the Draft Report of the Commission on Post-Secondary Education in Ontario.

The Report contains a number of good ideas which I would support. I am especially enthusiastic about those proposals aimed at breaking down the sequential nature of post-secondary education. So often I meet students who have come to university simply as a matter of course and have no desire to take advantage of the educational opportunities the university offers. Just as often I meet older persons tied down to jobs or domestic responsibilities who would like nothing more than to have the university education disdained by so many undergraduates. Policies designed to reverse this situation are to be applauded.

On the whole, I like the proposals for financing post-secondary students. If implemented they would significantly enhance equality of opportunity and social justice in Ontario. They would also shift more purchasing power to students and thus give more weight to student demand as an influence on higher education. This will terrify the opponents of "consumerism", but this much "consumerism" is probably needed to prevent colleges and universities from remaining too indifferent to the interests of the public.

It is also, I suppose, a good idea to expand even further the range of educational offerings available at the post-secondary level. Some of the new ventures suggested for the "Open Sector", such as the store-front universities combined with more direct subsidies to students could enable small communities of scholars to flourish in ways which are now almost impossible in our large educational institutions. But I am alarmed by the Report's exclusive concern with creating a more pluralistic, more flexible post-secondary educational system without any regard to what will go on in that system.

The model which the Report brings to mind is that which is often used to portray the workings of the liberal democratic policy: a neutral system in which all things are possible and all possibilities are of equal value. Even if you accept the "equality of esteem" part of this model (which in educational matters, I do not), the weakness of the model as a guide to policy is that in the real world all things are never possible. The social setting of the educational system and the personal attitudes of those whose decisions affect it will make some forms of education less possible than others and some, perhaps, not possible at all. Those who suggest that an educational system can be established without regard for priorities are mistaken. What is taught and how it is taught — these are matters which will be determined one way or another. Our choice is between trying to influence the content of the system deliberately to ensure that enough of the educational experience we value can go on within it, or leaving this to the unnoticed determination of the system itself and the officials who manage it.

Personally, I much prefer the first alternative even though it poses a most formidable political and epistemological challenge. For I am unwilling to trust the upholding of those values to which I adhere to the "faceless" decisions of the system. It is incumbent on those who agree with me in whatever area of post-

secondary education they work to express their educational ideals and explain the conditions under which they can be best realized. I hope that in this next round of hearings the Commission hears some expression of these ideals and shows more sensitivity to the interests they represent.

From my own standpoint, I would like to refer to three characteristics of the more traditional university education which I value: theoretical knowledge, historical awareness, and clarity as well as elegance of verbal expression. A lengthy case would have to be made for each of these and the contribution they can make to the enrichment of human life. Suffice it to say here that unless we foster these ideals in the education of a significant number of our citizens, most of what we say about reality, including our educational system, will degenerate into exclamations of impressionistic gibberish.

It is particularly important that the universities make their case for theoretical knowledge and the conditions under which it might flourish. By theoretical knowledge I mean ideas about the more general or universal features of man and nature, expressed in a manner which can be shared with other rational creatures and subjected to the test of experience. There are certainly other important kinds of thinking and learning which may go on at the post-secondary level, many of which might make it easier for people to adapt what they know to the exigencies of the workaday world. But if as a society we excessively commit our higher levels of education to total immersion in the 'here' and the 'now', we shall erode our capacity for obtaining any breadth of understanding of what we are doing here and now or reflecting, critically, on its significance. The university, at its "ivory tower" best, is the institution best suited for accumulating and imparting such knowledge.

Philosophically the Report shies away from such qualitative considerations because of its opposition to elitism and its commitment to the notion of "equality of esteem". Now in a moral sense I too subscribe to this idea of "equality of esteem" if by that one means that we should regard all persons as of equal worth regardless of their characteristics, their abilities, interests, roles, incomes, etc. But it does not follow from this Kantian notion of equality that we should regard all human activities with equal esteem. Indeed, those who subscribe to this philosophy should for example wish to discourage those activities which induce some people to brutalize others and deny their essential humanity. Nor does this moral ideal of equality imply that we should not aspire to excellence in those activities we deem worthy of support.

Perhaps the more important reason for the Report's avoidance of any discussion of the content or quality of post-secondary education is its failure to resolve the political dilemma which now confronts the Government. On the one hand, it is sensitive to the concern, especially the universities' concern, for academic freedom. On the other hand, as a democratic government responsible now for paying almost the entire budget of these costly institutions it feels obliged to ensure that these enormous sums of taxpayers' money serve the public interest. Verbally, the model of the neutral pluralistic education machine must have seemed like an attractive way out of this dilemma. The Government will discharge its public responsibility but without interfering in the internal affairs of the institutions by establishing a mechanism through which everyone can 'do his thing'. But, as I have argued, the machine will not in fact work that way and there are parts of the Report which indicate that its authors know it.

I refer to the numerous contradictions or ambiguities in the Report where the Commissioners seem to take back with their authoritarian right hand what they have given away with their laissez-faire left hand. Three examples stand out in my mind. First on the issue of admission standards, after some ringing passages in favour of increased accessibility culminating in the recommendation (No. 7) that anyone who has been out of (any?) school for two years should be admissible conditionally to (any?) post-secondary education, we have in Recommendation 30 potentially a much more restrictive admission policy than anything now in force in Ontario. This proposal would enable any institution which needs some limit on enrolment (are there some which do not?) to apply admission criteria including educational qualifications, previous attainments and aptitude tests.

Again the Report espouses the laudable intention of breaking down the arbitrary control of entrance to professional occupations exercised by the professions themselves. But it turns around and in Recommendation 31 proposes the most rigorous system of professional testing by examination for every professional every ten years, without any concern for the arbitrary power this procedure might give to those in charge of the testing procedures. Indeed, the Report's thorough reliance on examinations as the fair way of measuring educational attainment seems very much at odds with much of what we have learned about making education more liberal and humane.

Finally, there is the difficulty of reconciling the jurisdiction proposed for the Co-ordinating Boards which are to direct government policy in post-secondary education and the Report's desire that "each institution should be allowed to determine the best way of utilizing its resources." (p. 45) The Boards will decide which programs and faculties to begin or discontinue as well as general admissions policies. These matters seem to pertain to the most important decisions an institution might wish to make in deciding how to make the best use of its resources. I am not suggesting that the Boards should or should not have the powers proposed for them. My point here is that, as in so many parts of the Report, the Commissioners have failed to face up to the difficult policy choices which must be made and possible dilemmas which must be solved. Instead they have tried, in their "on the one hand . . . on the other hand" style, to maintain all possibilities. I suspect some of them have rather firm preferences for certain possibilities. I would like these preferences to be more candidly disclosed. We might then have a clearer idea of the directions in which the Report will take us if those primarily responsible for writing it were also to be responsible for implementing it.

Let me conclude by offering to the authors of the Report, on behalf of Innis College and in the spirit of expanding educational opportunity for all of our adult citizens, the services of our Writing Lab. Occasionally we can help students who write such meaningless sentences as the following:

"But it is also important to realize that the educational and cultural needs of the future will, as they have in the past, combine and reflect social needs." (p. 6)

or, "We must, therefore, have a post-secondary educational system which is sufficiently responsive to new social demands yet is also prepared to abandon those that are no longer deemed necessary." (p. 14)

For starters we might ask our new clients if they could have written their report without the verbs "utilize," "facilitate," "co-ordinate." I must confess to some paranoia about the prospects of being "utilized", "facilitated" or "co-ordinated" by persons similar to those who wrote this Report.

PETER H. RUSSELL  
Principal  
Innis College

## Debaters turn light on issues in draft report

(Continued from page 6)

period, successful innovations and experiments should be viable on the basis of ordinary support.

### Question period

Prof. Charles Hanly asked Dr. Wright to comment on a quotation attributed to him by a newspaper: "Any sense of university autonomy is purely a myth". Dr. Wright replied that his dictionary defined "autonomy" as absolute power of self-government. He said he preferred to talk about "degree of independence" when discussing a university's relationship with government.

Prof. Hanly commented that the formula system had given universities the freedom to administer their own affairs, the freedom to plan their academic programs, and assured the freedom and autonomy of the classroom. He said he saw the Wright Commission recommendations substituting for these freedoms a direct chain of command from the government of the day.

Dr. Wright was asked whether the Commission's effort to separate the research and teaching functions of staff had something to do with federal-provincial negotiations over funding. Dr. Wright replied that, under the formula, research is funded on a head-count of students — which creates problems at U of T where enrolment is not increasing. In his view, if research and its needs were studied separately, the pressure to increase enrolment in order to get more money for research would vanish.

Challenged to enlarge on his comment that the Council of Ontario Universities and its 39 committees were ineffective, Dr. Wright insisted that a voluntary agency cannot take the necessary steps to close out some programs and start others.

Prof. C. B. Macpherson rose to say he would like to offer a statement in the form of a question: "Will the final report of the commission state that the universities have the responsibility of producing the producers of new knowledge and understanding?"



# COMING EVENTS

## MARCH

### 3 FRIDAY

- Seminar  
*Medicine* "The Control of Cholesterol Synthesis in Normal and Malignant Tissues". Dr. Marvin Siperstein. 417 C. H. Best Institute. 10 a.m. (Medical Sciences)
- Theatre "Chronicles of Hell", by Ghelderode. Directed by Maarten van Dijk. "Comus" by John Milton directed by Michael Fletcher. Hart House. 8.30 p.m. March 3 to 11 inc. Tickets \$2.50, students \$1.25.
- Colloquium  
*Chemistry* "The Role of Episulfonium Ions in the Reactions of Bivalent Sulfur-containing Organic Compounds". Prof. G. H. Schmid. 158 Lash Miller Chemical Laboratories. 4 p.m. (Chemistry)

### 4 SATURDAY

- Lecture "Energy and Survival". Leonard Bertin, Science Editor, University of Toronto News Bureau. Convocation Hall. 8.15 p.m. Free. (Royal Canadian Institute)

### 5 SUNDAY

- Films "Blades and Pressure Flaking". "The River" and "Circadian Rhythms". ROM Theatre. 2.30 p.m. Free with Museum admission.
- Music Stars of the Kiwanis Music Festival. Meeting Place. 3.30 to 4.30 p.m. (Scarborough College)

### 6 MONDAY

- Lecture "Tocqueville and the French Revolution". Prof. François Furet, Ecole des Hautes Etudes, Paris. 2117 Sidney Smith Hall. 4 p.m. (History)
- Music Organ recital by the Rev. Donald Gillies, with Mimi Gillies, soprano, and William Spady, trumpet. Convocation Hall. 5.05 p.m.

### 7 TUESDAY

- Meeting "Wright Report" University-wide discussion of selected sections of the Wright Report. Medical Sciences Auditorium. 3 p.m.
- Lectures  
*Literature* The Alexander Lectures — "Mannerism: An Inclusive Art Form". Prof. Roy Daniells, University of British Columbia. March 7 to 9 inclusive. West Hall, University College. 4.30 p.m. (UC)
- Linguistics* "Remarks on Paraphrase and Ambiguity". Prof. Gary D. Prideaux, Department of Linguistics, The University of Alberta. Room 1086, Sidney Smith Hall. 3 p.m. (SGS and Linguistics)
- Workshop  
*Accounting* Capital Markets Workshop — "Management Accounting for Coordination Within the Firm". Prof. John Leslie Livingstone, Ohio State University. School of Business Conference Room, 246 Bloor St. 2 p.m. (Business and IQASEP)
- Seminars  
*Research/France*  
*Medicine* "Current Historical Research in France". Prof. François Furet. Bickerteth Room, Hart House. 10 a.m.
- Music "The Hypothalamus in TSH Regulation". Dr. S. Reichlin, Professor of Physiology, University of Connecticut School of Medicine. 2172 Medical Sciences Building. 5-6 p.m. (Toronto Neurological Society and Neuroscience Committee)
- Athletics Noon Hour Concerts. Mary Kenedi, piano. Concert Hall, 273 Bloor Street West. 12.15 p.m. Free. (Royal Conservatory)
- Hockey playoff: Toronto vs. Ottawa. Varsity Arena. 8 p.m.

### 8 WEDNESDAY

- Lectures  
*Slavic* "The Western Impact on Dostoevsky". (To be delivered in Russian.) Dr. Nicholas V. Pervushin, Montreal. Room 1085, Sidney Smith Hall. 4 p.m. (SGS and Slavic Languages and Literatures)
- Mediaeval* "Mediaeval Christian and Muslim Attitudes in the Literary Evaluation of Their Sacred Books". Prof. Vicente Cantarino, Department of Spanish and Portuguese, University of Texas at Austin. 2127 Sidney Smith Hall. 4.10 p.m. (SGS, Islamic Studies, Medieval Studies)
- Augustine* "Augustine, as Autobiographer: Genesis and the Ends of Self". Prof. Eugene Vance, Université de Montréal. Upper Library, Massey College. 4.15 p.m. (SGS and Comparative Literature)
- Comp. Lit.* "The Poetics of Violence: Love, War and Language in Chaucer's Troilus and Criseyde". Prof. Eugene Vance, Department of Comparative Literature, University of Montreal. Upper Library, Massey College. 4.15 p.m. (SGS and Comparative Literature)
- Education* "Innocence in Education". Benjamin Bloom, author of *The Taxonomy of Educational Objectives*. OISE Auditorium. 8 p.m. Free.
- Seminar With Benjamin Bloom. 202 OISE. 1.30 p.m.
- Music ROM Jubilee Concerts — The Clerkes, a choral group directed by Giles Bryant. Fresco Gallery. 5.30 p.m. Free. Museum restaurant open until 9 p.m.

### 9 THURSDAY

- Lectures  
*Medicine* "Antigen Recognition Mechanisms". Dr. W. E. Paul, National Institute of Allergy and Infectious Diseases, Bethesda. 2172 Medical Sciences Building. 4 p.m. (SGS and Biochemistry)
- Anthropology* "The Earliest Human Population in the Americas". Dr. Richard S. MacNeish, Director, RS Peabody Foundation for Anthropological Research. 3154 Medical Sciences Building. 4 p.m. (SGS and Anthropology)
- Seminars  
*Islamic* "Comparison of the Composition of the Andalusian *Muwashshaha* with a Romance *Kharja*". Prof. Vicente Cantarino. Croft Chapter House, 110 U.C. 4.10 p.m. (SGS, Islamic Studies and Medieval Studies)
- Prosthetics* "Artificial Organs, Current Concepts and Future Potential". Dr. Walter Zingg. 252 Mechanical Building. 4 p.m. (SGS and Mechanical Engineering)
- Materials* "Internal Friction Measurements at Low Temperatures in Palladium-Hydrogen Alloys". Prof. F. W. Manchester. 116 Wallberg Building. 4 p.m. (Materials Research Centre)
- Comp. Lit.* Prof. Eugene Vance, Department of Comparative Literature, University of Montreal. Upper Library, Massey College. 8 p.m. (SGS and Comparative Literature)
- Environment* "Management of Agricultural Wastes in the Rural Environment". Dr. N. K. Patni. 211 Mill Building. 4 p.m. (Environmental Sciences and Engineering)
- Music Dorian Woodwind Quintet. Canadian premiere of Berio's *Opus Number Zoo*. Concert Hall, Edward Johnson Building. 8.30 p.m. \$3, students \$2.
- Classical Concert Series — Liona Boyd, classical guitar. Music Room, Hart House. 1 p.m.
- Faculty of Music Ensembles. Concert Hall, Edward Johnson Building. 2.10 p.m. No tickets, free.

### 10 FRIDAY

- Lectures  
*Social Responsibility* "Social Responsibility in a Technological Age". Prof. Edwin Layton, Division of Special Interdisciplinary Studies, Case Western Reserve University, and 1971 winner of the Dexter Prize awarded by the

#### Seminars *Medicine*

#### Anthropology

#### Music

### 11 SATURDAY

- Symposium  
*Genetics* "Genetics and the Future of Man" — University College Alumnae 1972 Symposium. Hart House. From 10 a.m.
- Lecture "Take Your Wife to China". Prof. J. Tuzo Wilson. Convocation Hall. 8.15 p.m. Free. (Royal Canadian Institute)

## Irving M. Zeitlin is appointed chairman of Dept of Sociology

Irving M. Zeitlin, professor and chairman of the department of sociology at Washington University, St. Louis, Mo., becomes chairman of the Department of Sociology at University of Toronto next July 1 upon the expiration of the term of Prof. P. J. Giffen.

Prof. Zeitlin obtained an A.B. and M.A. in sociology at Wayne State University, an M.A. at Princeton and his Ph.D., also at Princeton, in 1964. The subject of his doctoral thesis was non-dogmatic Marxism, a study in the sociological theory and method of Karl Marx.

Before entering Wayne State as a student, Prof. Zeitlin taught clarinet and children's choral groups in the elementary schools of Haifa, Israel, and in his undergraduate years was a junior supervisor in the Jewish Community Center in Detroit, Mich., and a part-time instructor in sociology at the University. From 1958 to 1962 he was assistant director and principal of the Sholem Aleichem Institute and School and from 1962 to 1964 was principal of the Hebrew School at Princeton Jewish Center.

After a year as a National Science Foundation Fellow at the Centre Nationale de la Recherche Scientifique in

Paris, Prof. Zeitlin joined the teaching staff of Indiana University, which he left in 1970 to be professor of sociology, and, a year later, head of the department at Washington University. He spent the year 1969-70 in England, in teaching and research.

Prof. Zeitlin has several books and scholarly publications to his credit, including *Marxism: A Re-Examination*, 1967; *Ideology and the Development of Sociological Theory*, 1968, and *Contemporary Theories of Sociology: A critical Exposition*, which has just been submitted for publication.

## Prof Robert Heilbroner lectures Mar 16 & 17

Prof. Robert Heilbroner, whose lectures scheduled for last month had to be postponed, will visit the campus on March 16 and 17 under the auspices of the American Studies Committee and the Associates of the University of Toronto Inc., New York.

On Thursday the 16th he will lecture on "The Roots of Social Neglect in the United States" in the Medical Sciences auditorium at 8 p.m. and on Friday the 17th on "Capitalism: its Prospects" 2118 Sidney Smith Hall, 10 a.m. to noon.

Prof. Heilbroner is chairman of the Economics department, New School for Social Research, New York. He is author of *The Worldly Philosophers*; *Between Capitalism and Socialism*; *The Future as History*; and *The Limits of American Capitalism*.

He is also author of many essays and reviews dealing with questions such as the military-industrial complex; ecology; problems of modernization in the underdeveloped world, in *The New York Review*, *The New York Times Magazine*, *Commentary*, etc.

## Near Eastern Studies chairman is sought

A Search Committee has been set up by the Acting President to find and recommend a successor to Prof. R. J. Williams, chairman of the Department of Near Eastern Studies in University College, who will have completed his five-year term on June 30. The members of the Committee are:

Principal of University College (chairman)

Dean of the School of Graduate Studies (or his representative) (Dean J. H. Parker)

Prof. A. K. Grayson (Near Eastern Studies, U.C.)

Prof. R. M. Savory (Islamic Studies)

Prof. G. V. Sumner (Classics, U.C.)

Prof. J. Van Seters (Near Eastern Studies, U.C.)

Prof. T. C. Young, Jr. (Near Eastern Studies, U.C. and R.O.M.)

Suggestions or comments may be made to any member of the Committee or to its chairman.

## EXHIBITIONS

Jennifer Ann Oille: Paintings and drawings by a young Canadian artist, presently studying in London. Erindale College. To Mar. 15.

Display of the work of Janis Kravis, Architect, and Janis Kravis Consultants, relating to interior architecture, industrial and graphic design. Faculty of Architecture, 230 College Street. To March 10.

## Ph.D. Orals

All members of the Graduate Faculty have the right to attend Ph.D. Oral Examinations.

#### Friday, March 10

Final Ph.D. oral examination of Erich Haber, Department of Botany which was to take place at 10 a.m. on Friday January 7 has been re-scheduled as follows: 10 a.m., Friday March 10, Room 107, 16 Hart House Circle. "A Biosystematic Study of the Eastern North American Species of the Genus *Pyrola*". Thesis supervisor: Prof. J. E. Cruise.

#### Monday, March 13

J. A. L. Besques, Department of Political Economy. "Science Research and Science Policy". Thesis supervisor: Prof. R. Judy. Room 108, 16 Hart House Circle. 2 p.m.

#### Tuesday, March 14

J. Jaunzens, Department of English. "Unifying Patterns in the Canterbury Tales". Thesis supervisor: Prof. D. Fox. Room 108, 16 Hart House Circle. 2 p.m.

#### Friday, March 17

Mrs. Judith Perkins, Department of Classics. "Valerius Falccus: Synonyms and Style". Thesis supervisor: Prof. D. O. Robson. Room 107, 16 Hart House Circle. 3 p.m.

Miss M. L. Moule, Department of Zoology. "Insulin Biosynthesis in the Brown Bullhead, *Ictalurus Nebulosus*". Thesis supervisor: Prof. D. A. Chant. Room 107, 16 Hart House Circle. 10 a.m.

## Apartments to rent

### in Toronto and Bordeaux

Large 1-bedroom apartment (unfurnished) excellent closets, 2 linen cupboards, hallway, large kitchen, 31-foot balcony. Alexander-Yonge area. Available from June — date open. Walking distance from University and hospitals. Telephone 964-9530 after 6 p.m. preferably, or 928-2770 during day. \$185. monthly.

3 bedrooms, central heated apartment in centre of Bordeaux, available from Sept. 1/72 to May 30/73 or any shorter period. \$160 per month, excluding heating and hydro. Prof. B. T. Fitch, 488-4249.